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ments of railroad corporations against uniform rates, while leaving in the background the evils that have grown up out of unrestricted discrimination. But on the whole a fair and impartial spirit pervades the book. Where the author has entered upon the discussion of a disputed point he has clearly endeavored, so far as space would permit, to give all sides a fair chance, and in stating his own opinions he always does so with a modest consideration for the opinions of others.

The most serious defect of the book is due, not to the author, but to the nature of the subject. The task of condensing into a single small book an amount of material that would make several quarto volumes look respectably corpulent is not an easy one. The result, of necessity, is of the condensed-food variety. It is almost too strong to be taken clear by the young student of political science, but will make an excellent diet when properly diluted with class-room discussion.

EDWARD E. HILL

HYDE PARK HIGH SCHOOL
Chicago

Beginning Latin. By JOHN EDMUND BARSS. New York: University Publishing Co., 1906. Pp. x+321. \$1.

The tendency of recent first-year Latin books has been toward a more adequate preparation for Caesar. The value of a new book must be gauged by its ability so to prepare a pupil. Even a casual glance at Barss's *Beginning Latin* shows the large amount of grammar it includes. If a pupil can absorb this, he should be quite ready for Caesar.

Notable features are the unusual amount of English into Latin, and the placing of the grammatical portions first, reserving the bulk of the exercises for the latter part of the book. These are followed by form paradigms. The special vocabularies for each lesson do not come until near the end. The position of the exercises has the advantage that, while they are expected to be used in connection with each lesson, alone they form a complete review when the grammar has been covered. The special vocabularies are well placed as the learner must know them, for he cannot depend upon finding the words of his exercise at the top of the same page. The gradation of the exercises is easy, and the including of passages from Caesar in the general lessons accustoms the pupil to idioms which he will meet with later.

Special topics receiving very excellent discussion are: explanations of *nonne*; of the position of adjectives; of the expletive *there*; third-declension stems; ablatives of agent and means; the principal parts of verbs; the termination of adjectives; the use of *summus*, *infimus*, *medius*, *extremus*, *reliquus*, *hic*, *ille* and *is*, *alius*, *aliud*; and the classification of third-declension nouns according to gender. The subjunctive mode is well introduced, and the tenses of the subjunctive in purpose and result clauses, as well as *num*, indirect discourse, participles, the ablative absolute, the first and second periphrastics, and the dative of agent, are well treated. The reasons for the dative with *credo*, *pareo*, *persuadeo*, etc., as well as for the ablative with the deponents *utor*, etc., are given in detail. Genuine originality is shown in the diagrams on pp. 45 and 49 illustrating shades of meaning in the prepositions *ab*, *de*, *ex*, *ad*, *in*, and *sub*, as well as that for the sequence of tenses on p. 171. These diagrams, the treatment of numerals, of indirect questions, and of the various classes of participles, with a final discussion on translation, are the book's strongest claims for public favor.

Serious difficulties are the amount of grammar, however good, and the compelling of pupils to work out their own paradigms—a loss of effort in work so purely memoriter as first-year Latin. In detail, fault might be found with the absence of paradigms for adjectives in Lesson III, the formation of the comparative, the treatment of the superlative, the short list of irregular adjectives, the rule for degree of difference and the informality of the ablative of specification (a footnote). *Mille*, which can be either noun or adjective in the singular, is classed as adjective only. The rule for declension of the hundreds, and for formation of comparatives of adverbs, are needlessly complex. Too few adverbs are compared. The subjunctive and infinitive are without complete paradigms, except those of endings in "Forms" near the back of the book. Unnecessary detail is given to the uses of *cum*.

For a new book, the number of errors is remarkably small: p. 56, *Rōmānī* *Rōmānōs superābant*; p. 64, *pācem diutūrnū* *nōn tolerābat*; p. 107, *saepe* instead of *saepe*.

The paper, printing, and binding are good, and there are illustrations of merit showing Gallic as well as Roman scenes. The volume, one of the Gildersleeve-Lodge Latin Series, is attractive and deserves the attention of teachers, if not at once to place in the hands of classes, at least as an excellent volume of information to supplement the text in use.

A Help for Latin Students. By E. G. HILL. Seattle: C. W. Lee, 1905.

I heartily recommend this little handbook for Latin students. The idea of putting case endings of nouns and adjectives, and mode and tense endings of verbs, in red ink is excellent. Under the topic "Common Noun and Verb Constructions" are references to the Harkness, Bennett, and to both editions of the Allen and Greenough *Latin Grammars*. A vocabulary shows the relation and meaning of words from roots used by Caesar ten times. The important points of grammar are shown in a way likely to interest the student more strongly than an ordinary grammar can do. Its field is that of a grammar for elementary students, not that of a textbook.

LOUIS M. SEARS

JOLIET TOWNSHIP HIGH SCHOOL
Joliet, Ill.

English Grammar for Beginners. By JAMES P. KINARD. New York: The Macmillan Co., 1906. Pp. x+256. \$0.50.

The Elements of English Grammar. By ALBERT LE ROY BARTLETT and HOWARD LEE MCBAIN. New York: Silver, Burdett & Co., 1906. Pp. viii+345. \$0.60.

The revival of interest in the teaching of English grammar in the seventh and eighth grades is still productive of new texts. There is so little that is new or that marks an advance over other books that there seems to be no excuse for the appearance of the latest comers, except the need of the publishers to have a complete list.

Mr. Kinard's *Grammar for Beginners* omits all but the most obvious facts of the subject. So far has the attempt to simplify been carried that the pupil is in danger of getting half-knowledge which his high-school teacher must cause him painfully to unlearn. Although much is made of the inductive mode of treatment, the old-fashioned order is followed and the study of the sentence placed after the parts